

*Improving
Communication
Through Better
Understanding
of Language
and Culture*



CENTER FOR APPLIED LINGUISTICS
2010 ANNUAL REPORT

MESSAGE FROM THE PRESIDENT



As we enter the second decade of the 21st century, major language and cultural issues continue to have an impact on people and events around the world, and the perspective of applied linguists and other language experts remains essential to inform the responses to those issues. As it has done for more than 50 years, the Center for Applied Linguistics (CAL) devoted its efforts in 2010 to meeting the needs of the changing world by applying research in language and culture to educational and social concerns and working closely with collaborators to find research-based solutions to real-world issues.

This report outlines the breadth and depth of the work completed by our dedicated staff, consultants, and partners during the year. Information about projects and resources is presented by topic area, while our work in selected key areas is highlighted in greater detail through

spotlights on the following topics:

- **Connecting Research and Practice:** Studying Vocabulary Knowledge and the Development of Literacy Skills
- **Building a Multilingual Society:** Promoting the Power of Language in a Global Society
- **Valuing Diversity:** Creating Connections Between Newcomers and Their New Communities
- **Developing Skills for Success:** Supporting Academic Language Proficiency Through Standards-Based Assessment

The year in review also marks a transition for CAL and for me personally, as I completed my tenure as president of the organization. I have cherished my time as CAL's president and I look forward to continuing to work with colleagues here as a senior fellow. Although I have been with CAL for more than 36 years, serving as president for the past 16 years has expanded my awareness of the critical role of language and culture in issues of education, social justice, and intergroup relations. It also deepened my respect for the talented individuals who have supported CAL's mission through their hard work and dedication and thereby helped to improve the world in which we live. In this, my last message as CAL's president, I would like to express my pride in CAL's highly qualified, talented, and dedicated staff, both past and present, and my gratitude for their commitment to our organization and each other. My sincere thanks also go to current and past members of our Board of Trustees for their support and guidance. I am pleased to be able to turn the office of president over to Terrence Wiley. I know that CAL will be enriched by Terry's leadership and vision, and our staff and partners will greatly benefit from his knowledge, experience, and commitment to our mission.

We hope you will enjoy reading about our work in 2010 and will visit our website often for updates and more information. We are grateful for the interest and support of all of our colleagues, and we look forward to working together to advance our mission of improving communication through better understanding of language and culture.

Warm regards,
Donna Christian
President
1994-2010

MESSAGE FROM THE CHAIR OF THE BOARD OF TRUSTEES



CAL's Board of Trustees is pleased to have selected Dr. Terrence G. Wiley as the next president of CAL. Dr. Wiley took office on October 1, 2010, succeeding Dr. Donna Christian, who stepped down after 16 years as CAL's president.

An internationally recognized researcher and sought-after scholar in the field of applied linguistics, Dr. Wiley brings to CAL a strong professional academic background along with a proven management style that empowers and motivates others. Prior to his selection as CAL's president, Dr. Wiley was executive dean of the Mary Lou Fulton Institute and Graduate School of Education at Arizona State University. Dr. Wiley received his Ph.D. in education, with an emphasis in linguistics, from the University of Southern California. He also holds master's degrees in linguistics and Asian studies and a bachelor's degree in history. Dr. Wiley's teaching and research have focused on language policy, literacy and biliteracy, language and immigration, bilingual education and bilingualism, heritage and community language education, English and globalization, and English as a second and international language. His scholarly articles and reviews have appeared in numerous journals.

The Board of Trustees would like to express its thanks to Dr. Christian for her outstanding service and contributions to CAL. Under her leadership, CAL continued its role as a leader in conducting research on issues related to language and culture and in translating research into practical applications. We are pleased that Dr. Christian will be working with CAL as a senior fellow, continuing her contributions to CAL's important mission.

Speaking on behalf of CAL's Board of Trustees, we are delighted to have selected a candidate with Dr. Wiley's outstanding record as a scholar, teacher, linguist, and administrator. We are confident that his experience and expertise will equip him well to meet CAL's current and future needs, and we look forward to working with him and CAL staff in the coming years. We know you will join us in welcoming Terry Wiley to the CAL family.

Judith Liskin-Gasparro
Chair, Board of Trustees, 2010

MESSAGE FROM CAL'S NEW PRESIDENT



I am delighted and honored to have been elected by the Board of Trustees as CAL's president. Since my first contacts with CAL, I have had tremendous respect for the Center and its work. Thus, I greatly appreciate the opportunity to lead this exceptional organization with its long history of leadership in applied linguistics.

Our vision for the future includes the dedicated continuation of CAL's important mission to improve communication through better understanding of language and culture in the United States and around the globe. We aim to extend CAL's leadership in conducting research on critical factors that influence effective teaching and successful language learning that result in high levels of language proficiency as well as in the development of literacy and biliteracy in English and additional languages. To achieve these goals, we will build upon our tradition of promoting research that is accessible and applicable for language teachers and educational leaders. CAL's extensive experience positions it well to expand its leadership in promoting language learning and cultural understanding in ways that can make a positive difference in helping to develop the skills and dispositions needed in the global society of the 21st century.

CAL is also well positioned to build on its successful professional and scholarly networks, partnerships, and collaborations. We are expanding important national collaborations through the WIDA Consortium and Heritage Language Alliance by working with colleagues around the country (see Spotlights on the following pages). In the future, we plan to expand our international collaborations in promoting research, policy analysis, and language teaching. Beginning in 2011, for example, CAL will host the Language Policy Research Network of the Association Internationale de Linguistique Appliquée (International Association of Applied Linguistics).

Through the efforts of CAL's expert content specialists and dedicated support staff, we are also building on the organization's tradition of being a resource for practical information and applications of language research for all stakeholders interested in promoting languages and cultural understanding.

Terrence G. Wiley

COLLABORATION AS A KEY TO SUCCESS

One key component in CAL's successful advancement of its mission is its long track record of effective collaboration. Whether conducting research, carrying out programs and projects, developing instructional materials and assessments, or disseminating information, CAL increases the effectiveness and reach of its activities through partnerships with a range of other organizations. Through active collaboration, CAL achieves much more than it could accomplish acting alone.



A number of CAL's current research projects depend on successful collaborations. In the Vocabulary Instruction and Assessment in Spanish Speakers (VIAS) project, CAL works with researchers at Boston College, Harvard University, the University of Connecticut, and the University of Houston to study the role of vocabulary knowledge in the development of literacy skills in children from Spanish-speaking homes. For the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) project, led by the University of Houston, CAL joins other project partners to investigate whether a school-wide intervention at the middle school level will yield improved outcomes for English language learners in content area knowledge and academic language development. In addition, CAL works with CNA Corporation to provide research on issues related to English learners that are identified by state and district stakeholders in the four states served by the Regional Educational Laboratory—Appalachia: Kentucky, Tennessee, Virginia, and West Virginia.

CAL's project and program work likewise build on partnerships with organizations that share CAL's goals. The

Cultural Orientation Resource Center works with a wide range of U.S.- and non-U.S.-based service providers to help refugees adjust to their new lives in the United States and to help receiving communities learn more about these newcomers. CAL hosts the Alliance for the Advancement of Heritage Languages in an effort to build connections and collaboration among those dedicated to language development in the United States, partnering with the National Foreign Language Center, the National Heritage Language Resource Center, the University of Maryland Baltimore County, and heritage language educators and scholars across the country. CAL's work with the National Foreign Language Center includes evaluation and teacher professional development for the STARTALK project, a concentrated effort to expand foreign language education in critical languages.

In collaboration with Georgetown University, CAL conducts the English for Heritage Language Speakers program, which enables heritage language speakers to improve both their English language proficiency and their professional skills. In partnership with ASPIRA, CAL developed curriculum modules on pedestrian and bicycle safety for adult English language learners with limited literacy. CAL works with the Adult Learning Resource Center in Arlington Heights, IL, to develop online courses and tutorials that train English literacy and civics teachers to deliver effective instruction.

With Georgetown University and The George Washington University, CAL supports the work of the National Capital Language Resource Center, providing information and professional development on teaching



less commonly taught languages. In partnership with the National K-12 Foreign Language Resource Center at Iowa State University, CAL disseminates early foreign language resources through a website (Ñanduti) and an electronic discussion group (Ñandu). CAL also participates in the Great Lakes East Comprehensive Center, working with Learning Point Associates, an affiliate of the American Institutes for Research, to provide technical assistance to the states of Michigan, Indiana, and Ohio.

CAL increases the effectiveness and reach of its activities through partnerships with a range of other organizations.

Partnerships with states and state consortia are also pivotal to CAL's work. CAL collaborates with the 25-state WIDA Consortium in its work to provide standards-based assessment for English language learners. CAL also works directly with states, school districts, and schools all across the country to provide quality professional development and technical assistance. For example, through the CAELA Network, CAL has worked with state and local adult education programs to provide research-based resources for practitioners working with adult English language learners. The CAL SIOP team has provided comprehensive professional development for the Charlotte-Mecklenburg Schools in North Carolina to help them develop SIOP leadership and support teams, and has provided customized SIOP workshops to deepen the participants' understanding of SIOP Model lesson design. The CAL Solutions: PreK-12 ELL Education staff worked closely with the University of Missouri-Kansas City to provide professional training for university



staff in teacher education programs and for mainstream teachers in the North Kansas City Schools who have English language learners in their classrooms. In dual language education, CAL works with schools to provide professional development and technical assistance, with a focus on evaluating and improving existing programs.

CAL also collaborates with a variety of associations to further its mission. CAL has close relationships with the Linguistic Society of America (LSA), the American Association of Applied Linguistics (AAAL), the American Council on the Teaching of Foreign Languages (ACTFL), and Teachers of English to Speakers of Other Languages (TESOL), among others. CAL also works closely with the Joint National Committee on Languages (JNCL) to add its voice to the national debate on language policy. These close relationships give CAL valuable opportunities to make a positive impact on language learning and the understanding of cultural diversity.

CAL's collaborative approach is a valuable tool for expanding the scope and reach of CAL's work, allowing staff to contribute core competencies and depth of knowledge while benefiting from the skills and expertise of partners. I hope you will take time to review the summaries provided in this annual report, where you will clearly see the positive results of CAL's various partnerships. I also invite you to browse CAL's website for more information and links to partner websites. CAL is grateful for the opportunity to continue to nurture positive relationships with partners and collaborators and looks forward to working together even more closely in the years to come.

Deborah Kennedy
Director of Development



CONNECTING RESEARCH AND PRACTICE

Studying Vocabulary Knowledge and the Development of Literacy Skills

Research on persistent gaps between English learners and monolingual English-speaking children in reading comprehension skills has suggested that limited vocabulary knowledge is an important component in the poor performance of English learners.



Researchers from the Vocabulary Instruction and Assessment in Spanish Speakers (VIAS) project,

in collaboration with researchers from the VIAS-linked study, Enhancing Vocabulary Through Cognate Awareness (EVoCA), are studying the role of vocabulary knowledge in the development of literacy skills in children from Spanish-speaking homes. The goals of these programs of research include charting the developmental trajectories in literacy skills of children from Spanish-speaking homes, examining the domains and conditions for transferring literacy skills in one language to another, developing and evaluating methods to enhance vocabulary knowledge, and building tools for assessing the vocabulary development of English learners.

In the VIAS effort, CAL works in collaboration with Boston College, Harvard University, the University of Connecticut, and the University of Houston and conducts research focused on different learner ages, ranging from kindergarten to middle-school-age students. The VIAS program comprises a longitudinal study of Spanish-speaking students' growth in English language skills across the full grade range and multiple intervention studies that examine the implementation and outcomes of instructional strategies and curricula that are designed to promote students' vocabulary knowledge. To accompany the interventions, researchers have designed assessments for measuring students' vocabulary knowledge and characterizing the classroom environment, teacher quality, and level of implementation of the intervention.

Each intervention seeks to address important components of facilitating vocabulary development that are specific to the age group. For example, the intervention for students in kindergarten through second grade incorporates a home component and observes the conditions under which literacy skills transfer from one language to another. The intervention for students in third through fifth grade targets the vocabulary most frequently



encountered in grade-level texts and seeks to identify characteristics (such as conceptual complexity) that predict word difficulty. The middle school intervention uses Spanish–English cognates to facilitate vocabulary development and morphological awareness and observes conditions under which literacy skills transfer from one language to the other.

Researchers seek to produce valid and reliable measures of vocabulary knowledge that can lead to better outcomes for reading comprehension and language development for Spanish-speaking children.

VIAS researchers hope that the work will produce valid and reliable measures of vocabulary knowledge and contribute to a better understanding of effective vocabulary instruction for Spanish-speaking students and better outcomes for reading comprehension and language development for Spanish-speaking children.

Diane August, Senior Research Associate; Annette Zehler, Senior Research Associate; Igone Arteagoitia, Research Associate; and Aileen Bach, Research Assistant

■ Visit www.cal.org/vias to learn more.

BUILDING A MULTILINGUAL SOCIETY

Promoting the Power of Language in a Global Society

In the interconnected world of the 21st century, our nation's capacity to compete in a global economy, maintain national security, and promote international cooperation depends on our ability to communicate effectively in other languages. For individuals, research points to the strong cognitive benefits of language learning while knowledge of more than one language provides a strong advantage for career advancement. Sadly, less than one fourth of all Americans report speaking a language other than English, while vital heritage language resources are being underutilized or lost. CAL continues to make promoting a multilingual U.S. society the focus of many efforts. Through our work in foreign and dual language education and our support of heritage language programs, we are committed to making resources available to promote language learning and cultural understanding. The following provides a snapshot of our activities in each area.

■ *Research: Survey on Foreign Language Education in U.S. Schools*

For decades, educators, business leaders, parents, and language organizations have expressed concern about the lack of foreign language skills in the United States, and pleas for sustained language instruction have gone largely unheeded. Despite urgent calls for action, the United States has fallen further behind the rest of the world in preparing its students to communicate effectively in languages other than English. To provide quantitative data to inform the issue, CAL conducts a national survey of foreign language instruction in public and private elementary and secondary schools every decade. The report of the most recent survey, *Foreign Language Teaching in the United States: Results of a National Survey*, provides an updated national and regional portrait of foreign language instruction in the United States and shows that foreign language education has begun a sharp decline. CAL's Board of Trustees issued a resolution expressing alarm about the survey results and endorsing the recommendations for action outlined in the report. CAL will continue to work closely with policy makers, organizations, and educators to advocate for an increased focus on foreign language learning in the United States.

Nancy C. Rhodes, Director, Foreign Language Education Division

■ [Visit www.cal.org/flsurvey](http://www.cal.org/flsurvey) to learn more.

■ *Data Collection: Heritage Language Programs*

CAL is a partner in the Alliance for the Advancement of Heritage Languages, whose mission is to promote the maintenance and development of heritage languages for the benefit of individuals, communities, and society. One of the key activities of the Alliance is the ongoing development and maintenance of the Heritage Language Programs Database. This online, searchable directory of profiles of heritage language programs captures detailed information about programs around the country and allows staff to exchange ideas and best practices with one another.

Joy K. Peyton, Director, Language and Culture Resources Division, and Vice President

■ [Visit www.cal.org/heritage](http://www.cal.org/heritage) to learn more.

Less than one fourth of all Americans report speaking a language other than English, while vital heritage language resources are being underutilized or lost.

■ *Online Resource: Guiding Principles for Dual Language Education*

The term *dual language* refers to any program that provides literacy and content instruction through English and a partner language and that promotes bilingualism and biliteracy, grade-level academic achievement, and multicultural competence for all students. CAL developed the *Guiding Principles for Dual Language Education* in cooperation with the National Clearinghouse for English Language Acquisition at The George Washington University. This free online resource is designed to be used by dual language programs as a tool for planning, self-reflection, and growth. CAL frequently uses the *Guiding Principles* as a basis for providing technical assistance and evaluation services to dual language programs.

Julie Sugarman, Research Associate

■ [Visit www.cal.org/twi](http://www.cal.org/twi) to learn more.

VALUING DIVERSITY

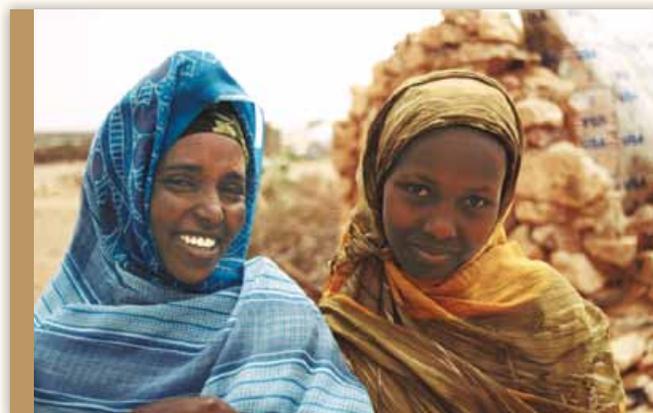
Creating Connections Between Newcomers and Their New Communities

The United States accepts tens of thousands of refugees each year from various regions of the world. CAL has been a leader in refugee education and orientation since 1975, helping refugee newcomers understand fundamental aspects of life in the United States and helping service providers and other interested parties understand the rich cultures and likely resettlement needs of the new members of their communities.

CAL's Cultural Orientation Resource (COR) Center approaches the development of this mutual understanding as a continuum. The COR Center provides technical assistance to orientation programs that refugees participate in overseas prior to their departure for the United States and to providers of the more localized orientation they receive once they have arrived in their new communities. The COR Center also works to facilitate the exchange of information between refugees and receiving communities, delivering resources and services designed for both groups.

The COR Center's series of group-specific videos of interviews with resettled refugees is an example of how resources can be used to meet the needs of a variety of groups. The videos show refugees of a particular ethnic or social group (Bhutanese, refugees from Burma, Darfuris from Chad, Iraqis, and seniors of various ethnicities) speaking about their resettlement experiences in the United States. These videos can be used in overseas orientation to give incoming refugees realistic expectations about their own resettlement, with domestic service providers to assist them with considering how they might help various clients, or with general audiences to show them the concerns and the strengths of their new neighbors.

The COR Center highly values the benefits of designing each activity to feed into and strengthen the next. For example, the COR Center learned of concerns regarding the expectations of incoming Iraqi refugees through its electronic discussion group and from participants at workshops and conferences. The COR Center delivered this feedback to the overseas orientation program, developed a document entitled *Iraqi Perspectives on Iraqi Perceptions Regarding Resettlement* on the basis of input from Iraqi resettlement workers, created Iraqi-specific employment case studies for use in domestic orientation,



and prepared *Why Iraqis Come, and What They Have Lost* from the information shared by Iraqi refugees. Each of these resources is announced on the electronic Refugee Discussion group, posted on the website, and drawn upon in presentations.

The COR Center weaves together a complementary array of resources that address the myriad orientation needs of newcomers and their receiving communities.

COR Center activities with regard to overseas orientation and the orientation refugees receive immediately after arrival are funded by the U.S. Department of State/Bureau of Population, Refugees, and Migration, while COR Center technical assistance on enhanced and extended orientation for refugees, asylees, victims of trafficking, and other specific populations is funded by the U.S. Department of Health and Human Services/Administration for Children and Families/Office of Refugee Resettlement. From these sources of support, the COR Center is able to weave together a complementary array of activities, resources, and services that address the myriad orientation needs of newcomers and their receiving communities.

Sanja Todoric-Bebic, Director, and Colleen Mahar-Piersma, Associate Director, Cultural Orientation Resource Center

■ Visit www.culturalorientation.net and www.cal.org/refugees for more information.

DEVELOPING SKILLS FOR SUCCESS

Supporting Academic Language Proficiency Through Standards-Based Assessment

Across the nation, there is increasing recognition of the need to promote the development of academic English language proficiency in English language learners so that they achieve success in the classroom and beyond. There is also a strong focus on the development of educational standards that define what students know and are able to do. Holding students to high academic standards and aligning curriculum to those standards requires a reliable assessment component.



CAL's support for developing the academic language proficiency of students learning English is demonstrated by its collaboration with WIDA, a 25-state consortium working to provide standards-based assessments for English language learners. The WIDA Consortium has developed the WIDA English Language Proficiency (ELP) Standards, which are recognized for their innovative approach to measuring academic language development. From those standards, a variety of assessments have been developed to evaluate student progress.

The WIDA ACCESS team in CAL's Language Testing Division is responsible for developing and refreshing ACCESS for ELLs, WIDA's large-scale English language assessment for students in Grades K–12 designed to operationalize the WIDA ELP Standards.

CAL has also developed MODEL, an off-the-shelf test based on the WIDA ELP Standards, which is available to states and schools within and outside the WIDA Consortium. These tests allow schools to measure the proficiency of English language learners in academic English for placement and accountability purposes and to monitor the development of students' academic language proficiency.



CAL is working with WIDA to develop an assessment based on newly developed Spanish academic language standards. This test will allow schools to measure students' Spanish language knowledge and abilities for planning and placement and to document language development.

CAL works with the WIDA Consortium to develop tests aligned with the WIDA English Language Proficiency Standards, which allow schools to measure the proficiency of English language learners' academic English.

CAL also participates in the Madison Academic Language Working Group, which grew out of a summit of experts convened by WIDA and WestEd with a mission to advance support for the language learning and achievement of students learning English. Four CAL staff members are founding members of the group—Diane August, Dorry Kenyon, David MacGregor, and Deborah Short.

David MacGregor, Manager, Development of Academic Language Testing Team

■ Visit www.cal.org/wida to learn more.

EDUCATION OF ADULT ENGLISH LANGUAGE LEARNERS

The number of adults who need English language instruction is increasing across the United States. State, local, and program staff are seeking information and support to guide them in establishing and improving programs and instruction. CAL provides professional development and technical assistance for practitioners working with adult English language learners through a variety of projects and product and service offerings.



■ Visit www.cal.org/adultesl for more information.

Adult ESL Assessments



CAL's adult ESL assessments, BEST Plus and BEST Literacy, were accepted by the U.S. Department of Education, Office of Adult and Continuing Education, for continued use in federally funded adult ESL programs in the United States.

BEST Plus and BEST Literacy, used to assess listening/speaking and reading/writing skills respectively, are used in 37 states and reach 50% of all adult ESL learners enrolled in federally funded ESL programs across the nation. In 2010, CAL conducted BEST Plus training in California for the first time, for a library literacy and workforce education program offering adult ESL instruction.

■ Visit www.cal.org/aea for more information.

APEC Booklet for Career Readiness

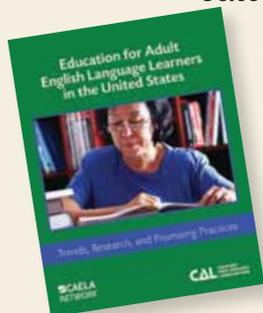
FUNDER: Asia-Pacific Economic Cooperation (APEC) Secretariat
September–December 2010

In collaboration with the U.S. Department of Education, Teachers of English to Speakers of Other Languages, Synergy, Inc., and the Council for Economic Development, CAL developed an online wiki. The wiki consisted of interlinked Internet pages with training materials focused on developing 21st century skills, including business English, to prepare youth (ages 16–22 years) for occupations in multinational companies in the APEC economies. The wiki was published for International Education Week and is available at http://hrd.apecwiki.org/index.php/21st_Century_Competencies.

Center for Adult English Language Acquisition (CAELA) Network



FUNDER: U.S. Department of Education,
Office of Vocational and Adult Education
October 2007–March 2011



CAL operated a national technical assistance network to support programs and practitioners working with adult English language learners and to build state capacity to provide high-quality professional development for these practitioners.

The following CAELA Network briefs were published in 2010:

- *Using Oral Language Skills to Build on the Emerging Literacy of Adult English Learners*
- *Promoting Learner Engagement When Working With Adult English Language Learners*
- *Professional Development for Experienced Teachers Working With Adult English Language Learners*
- *Evidence-Based, Student-Centered Instructional Practices*
- *Promoting Learner Transitions to Postsecondary Education and Work: Developing Academic Readiness Skills From the Beginning*

CAELA Network resources will remain online and available to practitioners across the country. In addition, CAL staff are available to provide information, resources, professional development, and technical assistance to meet the needs of states and programs.

- **Visit www.cal.org/adultesl or read the spotlight for more information.**

SPOTLIGHT

Professional Development for Teachers of Adults Learning English



The United States is experiencing a growing immigrant population across the country, with new populations settling in states that had limited numbers of immigrants in the past. During the 3 years of the CAELA Network project,

funded by the U.S. Department of Education, Office of Vocational and Adult Education, CAL staff worked with 12 states to address the professional development needs of teachers and program administrators working with adults learning English. State teams reviewed the professional development activities and initiatives already underway; analyzed data on teacher and learner background and needs; developed yearly and longer-term, ongoing professional development plans; and evaluated the outcomes of their efforts. This work was guided by the *Framework for Quality Professional Development for Practitioners Working With Adult English Language Learners*, which describes the knowledge and skills that teachers and administrators need to work effectively with the learners in their programs and the systems and processes necessary to support this work.

State teams worked with CAL to develop content for posting on state web pages, describing their efforts to improve professional development in the state and providing specific resources and tools, which included teacher and administrator surveys, designs for adult ESL conferences and academies, professional development modules, state standards that guide instruction, and tools to evaluate the effectiveness of the professional development provided. Additional support provided by CAL included on-site meetings and trainings, analysis of data to inform program improvement planning, conference calls, online discussions, development and review of resources and tools, study groups, and mentoring programs.

These resources and many others that provide research-to-practice guidance for practitioners working with adults learning English are available free of charge on the CAL website.

Miriam Burt, Manager, CAL Solutions: Adult ESL Education

- **Visit www.cal.org/adultesl for more information.**

EDUCATION OF ADULT ENGLISH LANGUAGE LEARNERS *(CONTINUED)*

EL (English Literacy)/Civics Online Courses

FUNDER: U.S. Department of Education,
Office of Vocational and Adult Education
October 2007–March 2011

In collaboration with the Adult Learning Resource Center in Arlington Heights, Illinois, CAL managed this project to develop online courses, tutorials, and content modules to help EL/civics teachers working with adults learning English deliver effective instruction on English language learning and U.S. history, U.S. government, civic engagement, and naturalization.

■ Visit www.elcivicsonline.org for more information.

English for Heritage Language Speakers

FUNDER: U.S. Department of Defense,
National Security Education Program
September 2005–September 2015

CAL administers and oversees the English for Heritage Language Speakers program, in which native speakers of critical languages have the opportunity to raise their English proficiency to a professional level that qualifies them for positions in the federal government. For the 2010 program year, the program received 221 applications and enrolled 37 scholars representing nine language communities: Arabic, Chinese-Mandarin, Dari, Hausa, Igbo, Pashto, Persian Farsi, Swahili, and Urdu. In 2010, CAL completed the 5th year of its initial contract for program administration and successfully bid for a 5-year continuation.

■ Visit www.cal.org/ehls or read the spotlight for more information.

E H L S

SPOTLIGHT

Developing Professional Proficiency in English



The English for Heritage Language Speakers (EHLS) program is an intensive program of study for adults who possess a high level of proficiency in a critical language and want to achieve professional proficiency

in English. Conducted by CAL in partnership with the Georgetown University Center for Language Education and Development, EHLS gives participants the English listening, speaking, reading, and writing skills they need to succeed in professional positions in the federal government.

The EHLS curriculum consists of four interconnected courses that enable participants to develop language proficiency and analytical and critical thinking skills through a series of tasks that are typical of the federal workplace. The capstone of the instructional program is an analytical research project on a topic provided by a federal agency; participants develop papers and presentations on their topics with guidance from federal agency mentors.

CAL's role in the program has seven main components: program design, participant recruitment, language proficiency testing, scholarship management, instructional program support, federal job search support, and program quality evaluation. Since 2006, the program has graduated 150 participants, including speakers of Arabic, Chinese-Cantonese, Chinese-Mandarin, Dari, Farsi, Hausa, Hindi, Igbo, Indonesian, Pashto, Persian, Swahili, and Urdu.

Deborah Kennedy, Director, English for Heritage Language Speakers Program

■ Visit www.cal.org/ehls for more information.

English Language Acquisition Electronic Discussion List

FUNDER: U.S. Department of Education, Office of Adult and Vocational Education, via subcontract from Pennsylvania State University
October 2009–September 2011

CAL staff moderated the electronic discussion list for practitioners working with adults learning English, coordinated with staff of the LINC (Literacy Information and Communication System) Workforce Competitive Resource Collection to give presentations and disseminate information to the field, and collaborated with the Workforce Collections English language acquisition coordinator to provide resources for the collection and links from CAL's adult ESL resource database. For expert reviews of items in the collection, visit lincs.ed.gov/lincs/resourcecollections/RC_workforce.html.

Pedestrian and Bicycle Safety Curriculum

FUNDER: National Highway Transportation Safety Administration, via subcontract from Aspira Association, Inc.
October 2008–September 2010

CAL developed curriculum modules on pedestrian and bicycle safety for use in programs for adult English language learners. The materials are intended to help teachers and volunteers convey key messages about safety to new immigrants learning English and to encourage adults to pass the safety messages to their children and other family members. The National Highway Transportation Safety Administration called for development of the materials in response to data indicating that immigrants are at high risk of being involved in pedestrian and bicycle accidents in the United States. The modules include a teacher manual, student book, and audio clips and emphasize the development of listening and speaking skills through interaction with basic traffic safety messages. Modules for adults with intermediate levels of English language proficiency are available online. A second set of materials, *Walk and Bike Safely*, is designed for use with adults with beginning English proficiency and will be available soon.

■ Visit www.cal.org/safety for more information.

Professional Development for Literacy Educators

FUNDER: New Jersey Department of Labor and Workforce Development
September 2008–June 2010

CAL provided professional development services for literacy educators throughout the state of New Jersey. The purpose of the project was to build a supportive infrastructure that enabled New Jersey to offer two-tiered training (face-to-face and online) with effective participation and follow-up, which will sustain instructional improvement over time.

Training topics included cultural diversity and language learning, adult second language acquisition, teaching beginning-level adult English language learners, communicative strategies for adult English learners, promoting success in multilevel classes, and workforce preparation for adults learning English.

EDUCATION OF PRE K-12 ENGLISH LANGUAGE LEARNERS

Educators need research-based instructional approaches to serve the growing number of English language learners in U.S. schools. CAL's projects in this area focus on language and literacy acquisition for these learners in the elementary and secondary grades. The projects and services outlined in this section include research, technical assistance, and professional development.

- Visit www.cal.org/topics/ell for more information.



Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)

FUNDER: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston August 2005–December 2011

CREATE researchers are continuing to investigate whether a school-wide intervention at the middle school level will yield improved outcomes for English language learners in content area knowledge and academic language development. This model is currently being implemented for a second year at the participating school district's request. CAL leads the SIOP professional development for all teachers in the intervention and the science portion of the intervention that systematically develops language and literacy skills along with science content knowledge.



CAL also leads the dissemination activities. These include publishing CREATE briefs, which are written by CREATE researchers and their colleagues and address topics relevant to CREATE's research focus.

The following briefs were published in 2010:

- *Effective Social Studies Instruction to Promote the Knowledge Acquisition and Vocabulary Learning of English Language Learners in the Middle Grades*
- *Improving Science and Vocabulary Learning of English Language Learners*

A capstone conference, Educating Middle School English Language Learners for College and Career Readiness, is planned for November 2011. It will highlight current research on methods for building the literacy skills and oral language development of English language learners across the content areas.

- Visit www.cal.org/create for more information.

Assessment to Enhance English Literacy Development Among Spanish-Speaking Children in Grades K–3 (PALS Español)

FUNDER: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Virginia
June 2009–May 2013

This project involves developing Spanish versions of the existing Phonological Awareness Literacy Screening instruments (PALS-K and PALS 1-3). PALS Español will identify students' literacy strengths in their native Spanish language in order to accelerate English reading and spelling development and distinguish between students who simply have English oral language delays and those who have actual reading difficulties. CAL's role is to provide Spanish linguistic expertise.

Content-Based Vocabulary Instruction: Using Cognates to Promote the Vocabulary Development of Native Spanish Speakers

also known as Enhancing Vocabulary Through Cognate Awareness (EVoCA)

FUNDER: U.S. Department of Education, Institute of Education Sciences
June 2007–May 2011

CAL is developing and testing the efficacy of two cognate-based interventions on the English vocabulary, morphological awareness, and reading comprehension of native Spanish speakers in the middle school grades. The interventions were piloted in the winter of 2010 and have been taken to scale during the 2010–2011 school year. Preliminary findings of the pilot study suggest that the interventions had a positive effect on words taught in the curriculum.

- Visit www.cal.org/vias/subproject4/index.html for more information.

Diagnostic Assessment of Reading Comprehension

FUNDER: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
July 2005–June 2011

This project involves the development, validation, and norming of a reading comprehension assessment battery for students in Grades 3–5 called the Diagnostic Assessment of Reading Comprehension. CAL's role involved developing assessments for four components of reading comprehension: text memory, text inferencing, knowledge access, and knowledge integration.

Exemplary Programs for Newcomer English Language Learners at the Secondary Level

FUNDER: The Carnegie Corporation of New York
September 2008–June 2011

Through the compilation of case studies and a national survey of programs, CAL is working to identify promising programs that are helping middle and high school newcomers be successful in school and beyond. CAL is also investigating how social service agency networks support the newcomers and their families. As a result of this study, CAL will publish a report that analyzes the data from the survey and case studies to describe program designs and implementation as well as update CAL's online newcomer database.

- Visit www.cal.org/newcomer or read the spotlight for more information.

SPOTLIGHT

Study of Middle and High School Programs Serving Newcomers



CAL has been investigating middle and high school programs that serve English language learners newly arrived to U.S. schools. CAL conducted a national survey of

these newcomer programs and compiled the profiles of close to 65 programs in an online searchable database. Located in 25 states, the programs vary in the length of time they serve the students, the courses they offer the students, the language of instruction, and much more. CAL staff have also visited 10 promising programs to learn more about effective practices regarding academic literacy development, content area learning, course scheduling, transitions to regular school programs or postsecondary options, and partnerships with community-based organizations. Educational policies affecting these learners have been examined as well. A publication on exemplary features of newcomer programs is in development.

Deborah Short, Senior Research Associate

- Visit www.cal.org/newcomer for links to the database and more information about the study.

EDUCATION OF PRE K-12 ENGLISH LANGUAGE LEARNERS (CONTINUED)

Great Lakes East—Comprehensive Technical Assistance Center

FUNDER: U.S. Department of Education,
Office of Elementary and Secondary Education,
via subcontract from Learning Point Associates,
currently an affiliate of the
American Institutes for Research
October 2005–September 2010

The Great Lakes East Comprehensive Center works with the state education agencies of Michigan, Indiana, and Ohio to provide technical assistance and support as the states implement programs and work to fulfill the requirements of the No Child Left Behind Act. Cohorts of teachers and specialists received training in delivering SIOP professional development to the staff in their districts. Staff at the Michigan State Department of Education also received consultation and assistance from CAL to support effective educational services to English language learners throughout the state. During the summer of 2010, CAL technical assistance expanded to include assistance to districts in Indiana on the inclusion of English learners in their Response to Instruction model.

Professional Development for Educators of English Language Learners

FUNDER: New York City Department of Education
December 2007–July 2011

Margarita Calderón and Associates, a CAL subcontractor, conducts workshops, observations, and coaching sessions for teachers and administrators in New York City who work with English language learners in Grades 4–12. The professional development focuses on vocabulary and reading comprehension in content areas, the preliteracy and literacy development of English language learners with interrupted formal education, and related language and literacy issues.

Regional Educational Laboratory—Appalachia

FUNDER: U.S. Department of Education,
Institute of Education Sciences,
via subcontract from CNA Corporation
April 2006–March 2011

CAL conducts research on issues related to English learners in the four states served by the Regional Educational Laboratory—Appalachia: Kentucky, Tennessee, Virginia, and West Virginia. CAL produces Issues and Answers reports, Technical Briefs, other research and data analyses, and assists in dissemination of the findings. CAL's research has focused on districts with emerging English learner populations, especially rural and small districts, and on the use of technology-based resources for the instruction of English learners.

In this last year of the 5-year contract for the Regional Educational Laboratory—Appalachia, CAL is completing two reports. The first, an Issues and Answers report, examines the use of technology-based resources for instruction of English language learners based on an examination of literature and on-site interviews conducted in eight small and rural school districts with small English learner populations. The report describes the interview findings on the types of technology-based resources used; the goals, settings, activity contexts, and extent of use of these resources in the instruction provided to English language learners; and factors that support or hinder use of technology-based resources for instruction.

The second report is a Technical Brief titled *Descriptive Analyses of English Learner Student Enrollment Data in Kentucky, Tennessee, Virginia, and West Virginia*. This report provides analyses of English learner student enrollment patterns in the four states for the years 2005–2006 through 2008–2009. The report shows that in the region overall there has been continued growth in the English learner population, although a decrease in 2008–2009 was found for West Virginia.

- Visit www.cal.org/projects/rel_appalachia.html or read the spotlight for more information.

Vocabulary Instruction and Assessment for Spanish Speakers (VIAS)

FUNDER: Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD)
September 2007–May 2012

This project is the second 5-year effort in a 10-year program of research focused on improving vocabulary knowledge for Spanish speakers acquiring English. The focus of this second 5-year effort is the development of vocabulary. The program includes a research core, an administrative core, and subprojects that include researchers from Boston College, Harvard University, the University of Connecticut, and the University of Houston. The program also includes (as a linked study) the U.S. Department of Education–funded EVoCA project, conducted by CAL and described on page 13 of this report.



The VIAS program of research is charting developmental trajectories in the development of English literacy, examining interventions to promote vocabulary development, developing assessments of vocabulary knowledge, and examining transfer in learning literacy and literacy-related skills for children from Spanish-speaking homes. CAL also received American Recovery and Reinvestment Act (ARRA) Summer Research funding for research activities by high school and undergraduate interns to further support the research effort.

- Visit www.cal.org/vias for more information.

SPOTLIGHT

Capacity Building in Rural Districts Serving English Language Learners



A partner in the Regional Educational Laboratory (REL)—Appalachia, CAL conducts research and provides expertise on issues related to English learners as identified by stakeholders in the four states served by the REL: Kentucky, Tennessee, Virginia, and West Virginia. CAL is currently focusing on the needs of rural and small school districts with emerging English language learner populations. Many of these districts have limited resources and little to no experience serving students from different cultural backgrounds. CAL has produced the following two Institute of Education Sciences Issues and Answers reports on capacity building in these districts:

- *Registering Students From Language Backgrounds Other Than English*
- *Preparing to Serve English Language Learner Students: School Districts With Emerging English Language Learner Communities*

A third report, discussing the use of technology-based resources for the instruction of students learning English, is currently underway. CAL is also conducting analyses of state data for an IES Technical Brief on patterns of English learner enrollment in the four states for 2005–2006 through 2008–2009 and recently conducted a series of cross-REL webinars on rural districts and services for English language learners.

Annette Zehler, Senior Research Associate

- Visit www.cal.org/projects/rel_appalachia.html for more information.

EDUCATION OF PRE K-12 ENGLISH LANGUAGE LEARNERS *(CONTINUED)*

Projects and Services Using the SIOP Model

CAL SIOP is a research-based model of sheltered instruction that has proven effective with English language learners throughout the United States. The SIOP Model was developed by researchers at the Center for Applied Linguistics (Deborah J. Short) and California State University, Long Beach (Jana Echevarria and MaryEllen Vogt), under the auspices of the Center for Research on Education, Diversity & Excellence, a national research center funded by the U.S. Department of Education from 1996 through 2003. (Visit www.cal.org/crede for more information about this project.)

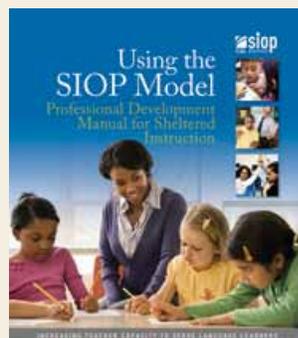
CAL collaborates with schools, states, and districts to design and conduct SIOP professional development programs that meet their particular needs. Informed by CAL's ongoing research on the model, CAL SIOP staff provide a range of professional services, including workshops, coaching, site visits, and other technical assistance. The CAL team works closely with teachers, professional developers, coaches, administrators, and paraprofessionals as they plan, implement, and support instruction using the SIOP Model. Our team also provides Two-Way SIOP professional development services that combine the SIOP Model of sheltered instruction with best practices for dual language instruction.



- Visit www.cal.org/siop for more information.



Enhanced SIOP Professional Development Manual in Development



The CAL SIOP team is developing a revised professional development manual designed for use by teacher educators and professional developers who plan to teach others to use the SIOP Model in their classrooms. The new manual will be enhanced to include expanded background sections for the facilitator and additional workshop activities. This revised version will also include Two-Way SIOP adaptations and updated strategies and tools based on our ongoing SIOP research and professional development activities. Watch our website for updates.

Online Resources

CAL is expanding its collection of online resources designed to help teachers and practitioners who are implementing the SIOP Model.

Lesson Plans

Exemplary SIOP lesson plans developed by teachers involved in the foundational SIOP research study are available online along with a growing collection of teacher-developed SIOP materials from our current research and professional development projects.

Differentiated Anticipation Guides

Anticipation activities provide students with an opportunity to preview concepts and language that will be encountered in a lesson or text. To provide specific examples of how an anticipation activity can be differentiated to meet the needs of students, CAL SIOP facilitators developed three versions of an anticipated activity for use with students at different English proficiency levels.

- Visit www.cal.org/siop/resources to download these free materials.

CAL provided SIOP professional development services to the following clients in fiscal year 2010:

- Alexandria City Public Schools, VA
- Beaufort County School District, SC
- Big Horn County School District 3, WY
- Bilingual & Bicultural School M182, New York, NY
- Burnaby School District 41, BC, Canada
- Cabot School District, AR
- Carlos Rosario International Public Charter School, Washington, DC
- Center City Public Charter Schools, Washington, DC
- Chapel Hill-Carrboro City Schools, Chapel Hill, NC
- Charlotte-Mecklenburg School District, Charlotte, NC
- Chesterfield County Public Schools, VA
- Community Consolidated School District 21, IL
- Community Consolidated School District 181, IL
- Community Consolidated School District 202, IL
- Danbury Public Schools, CT
- Dearborn Public Schools, MI
- District 79 Alternative Schools and Programs, New York, NY
- Fort Lee School District, NJ
- Fresno United School District, CA
- Glen Ellyn School District, IL
- Glenbard High School District 87, IL
- Green Bay Area Public Schools, WI
- Harbor Heights Middle School, New York, NY
- Kennett Middle School, Landenberg, PA
- Loudoun County Public Schools, VA
- Marysville Joint Unified School District, CA
- Mid-State BETAC, Syracuse, NY
- Norwalk Public Schools, CT
- Riverton Elementary School, Portland, ME
- Stafford County Public Schools, VA
- Urban Scholars Community School, New York, NY
- Wake County Public Schools, NC
- Wooldridge Elementary School, Austin, TX

SPOTLIGHT

Sustained Professional Development Utilizing the SIOP Model



Informed by CAL's ongoing research, CAL SIOP staff provide a diverse range of professional services to support educators in the implementation of the SIOP Model. One of the most comprehensive professional development projects conducted in the past year is our continuing collaboration with Charlotte-Mecklenburg Schools (CMS) in North Carolina. A CMS partner since the mid-2000s, CAL SIOP continued collaboration in the 2009-2010 school year by providing direct strategies workshops and coaching to 90 teachers new to SIOP and training-of-trainers workshops to 30 participants who had previously received professional development in the SIOP Model. During the 2010-2011 school year, the CAL SIOP team helped CMS develop SIOP leadership and support teams and provided customized SIOP workshops to deepen the participants' understanding of SIOP Model lesson design in math, social studies, science, and English language

arts. The relationship between CMS and CAL illustrates the CAL SIOP team's commitment to helping districts plan and provide long-term, sustained professional development.

The CAL SIOP team has also focused on increasing the range of SIOP support available to the general public. Resources on the CAL SIOP website have been expanded to include new lesson plans and topic-focused activities, such as Differentiated Anticipation Guides, which allow teachers to provide students with an opportunity to preview new concepts and language that will be encountered in a lesson or text. In collaboration with the National Clearinghouse for English Language Acquisition, CAL research associate Jen Himmel conducted a webinar titled *Implementing Professional Development for Content Area Teachers With ELLs*, which can be accessed online. Another source of information is the *CAL SIOP Bulletin*, which is designed to deliver the latest SIOP updates and information about free online resources and SIOP publications directly to our clients and supporters.

Natalia Jacobsen, Research Assistant

- Visit www.cal.org/siop for more information or sign up to receive the *CAL SIOP Bulletin*, our periodic electronic newsletter.

EDUCATION OF PRE K-12 ENGLISH LANGUAGE LEARNERS (CONTINUED)

CAL Solutions: PreK-12 ELL Education



CAL Solutions' knowledgeable staff specialize in using a principles-to-practice approach to improve educational outcomes for English language learners, drawing on years of experience in the classroom to develop effective resources and provide services customized to the unique requirements of the educators they serve.

■ Visit www.cal.org/solutions for more information.

CAL uses the following curricula and other research-based materials as a foundation for its professional development services:



*Enhancing English
Language Learning in
Elementary Classrooms*



*Enriching Content
Classes for Secondary
ESOL Students*



*Professional Development
for Bilingual and
ESL Paraprofessionals:
The Aspire Curriculum*



*What's Different About
Teaching Reading to
Students Learning English?*

Professional Development on Helping English Language Learners Succeed in School

FUNDER: Commonwealth of Northern Mariana Islands
Public School System
August 2010

CAL provided two professional development courses about English language learners and reading. One was a 2-day reunion meeting for all teachers who attended the previous summer's direct strategies training. The other was a 3-day training of trainers on *What's Different About Teaching Reading to Students Learning English?* for Reading Recovery Teachers.

Professional Development and Technical Assistance for North Kansas City Schools

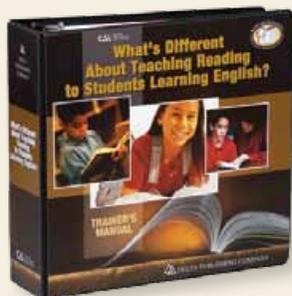
FUNDER: U.S. Department of Education,
via subcontract from
University of Missouri-Kansas City
August 2007–July 2012

CAL is working with the University of Missouri-Kansas City to provide professional training for university staff in teacher education programs and for mainstream teachers in the North Kansas City Schools who have English language learners in their classrooms.

CAL provided professional development and/or needs assessments for the following clients during fiscal year 2010:

- Alexandria City Public Schools, VA
- Archbishop Borders School, Baltimore, MD
- Berkeley County Schools, WV
- Commonwealth of the Northern Mariana Islands
- Durham Public Schools, NC
- High School for Languages and Diplomacy, New York, NY
- Jefferson County Public Schools, WV
- Massachusetts Department of Elementary and Secondary Education
- Montezuma-Cortez School District, CO
- Talbot and Dorchester County Public Schools, MD
- Thomson Elementary School, Washington, DC
- Virginia Department of Education
- Wilkes County Public Schools, NC

Training-of-Trainers and Direct Strategies Institutes in Washington, DC



In 2010, CAL offered four 3-day training-of-trainers institutes based on the *What's Different?* curriculum, providing professional development to specialists who work with educators who teach reading in classes with English language learners. CAL also offered two 3-day direct strategies institutes for teachers, providing them with effective strategies for teaching reading to English language learners.

CAL can also provide these institutes on-site to educators of English language learners in states and schools across the country.

Three-Day Institutes on *What's Different About Teaching Reading to Students Learning English?*

FUNDER: Virginia Department of Education
October–February 2010

Using *What's Different About Teaching Reading to Students Learning English?*, CAL delivered 3-day direct strategies institutes in four Virginia locations: Williamsburg, Roanoke, Winchester, and Richmond. Participants included ESL teachers for Grades K-8, reading specialists, and classroom and content-area teachers from school districts throughout the state. The objective of the institutes was to provide participants with an understanding of the methodology and strategies for teaching English language learners how to read.

SPOTLIGHT

Institutes on Teaching Reading to English Language Learners



CAL Solutions: PreK–12 ELL Education has taken its successful institutes on *What's Different About Teaching Reading to Students Learning English?* on the road. In addition to the 3-day training of trainers (TOT) and Direct Strategies Institutes held in Washington, DC, throughout 2010, CAL provided these institutes on-site to educators of English learners in states and districts across the country. From Durham, North Carolina, to Cortez, Colorado, and from the U.S. Virgin Islands to the Commonwealth of the Northern Mariana Islands, CAL's experts on literacy for English learners have been improving reading instruction for students learning to read in a second language.

Although the on-site institutes are similar in content to those conducted in Washington, DC, these institutes are tailored to the special circumstances and unique needs of each state or district. For example, for Durham Public Schools, CAL provided two sets of direct strategies training, one for secondary teachers and one for elementary teachers. The trainings culminated in the development of an observation instrument that can be used by the district and schools to gauge changes in teacher practices that resulted from the training, peer coaching, and teacher self-assessment. CAL will continue to offer these institutes in Washington, DC, and at client sites in 2011.

Lisa Tabaku, Associate Director, CAL Solutions: PreK-12 ELL Education

- Visit www.cal.org/solutions for more information.

REFUGEE INTEGRATION

The United States accepts tens of thousands of refugees each year from diverse regions of the world. CAL has been a leader in refugee education and orientation since 1975, helping refugee newcomers understand fundamental aspects of life in the United States and helping service providers and other interested parties understand the rich cultures and linguistic heritages of the new members of their communities.



■ Visit www.cal.org/refugees for more information.

Cultural Orientation Resource Center



FUNDER: U.S. Department of State,
Bureau of Population, Refugees, and Migration
October 2004–December 2010

CAL serves as the national technical assistance provider on both overseas and domestic refugee orientation and on the backgrounds and resettlement needs of new refugee groups. Activities include training; development of print, audiovisual, and web resources; research; dissemination and exchange of information throughout an international network of refugee service providers; and serving as a national clearinghouse of information on refugee orientation and refugee groups.

CAL's COR Center develops and disseminates materials that help refugee newcomers understand fundamental aspects of life in the United States; develops and distributes materials in several Asian, European, African, and Middle Eastern languages; and produces Culture Profiles and Refugee Backgrounders on the background, history, and culture of different refugee groups to help U.S. service providers understand the new refugee populations. Recent products include four videos featuring testimonials from Iraqi, Bhutanese, and Darfuri refugees, as well as various groups of refugees from Burma.

■ Visit www.culturalorientation.net for more information.

Orientation Technical Assistance Project

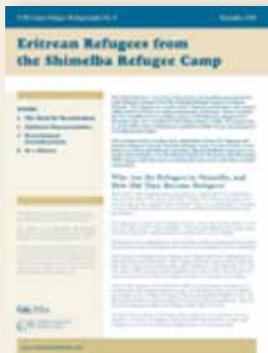
FUNDER: Office of Refugee Resettlement (ORR)
October 2009–September 2012

CAL augments technical assistance provider capacity and provides training, resource development, information dissemination, and information exchange activities on newcomer groups and effective orientation programming in order to strengthen the ability of ORR-eligible populations to achieve successful, long-term resettlement. Products and activities include web-based trainings, onsite capacity-building workshops, web-based resource packages, conference presentations and trainings, the expansion of CAL's national clearinghouse of information on refugee orientation and refugee and other newcomer groups, increased collection and web hosting of information on special needs populations, the compilation and dissemination of lessons learned on integration challenges, publication of three digests on timely issues in refugee integration, making past Refugee Discussion electronic postings publically available, and the provision of individualized technical assistance.

Refugee Backgrounders

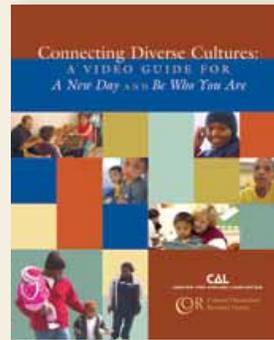
Refugee Backgrounders provide a brief introduction to the history, culture, and resettlement needs of a refugee population. The following Refugee Backgrounders are available: *Eritrean Refugees From the Shimelba Refugee Camp*, *Bhutanese Refugees in Nepal*, *The Kunama*, *The 1972 Burundians*, and *The Banyamalenge Tutsi*.

Eritrean Refugees From the Shimelba Refugee Camp



This backgrounder provides basic information about the Tigrinya and Kunama refugees from the Shimelba Refugee Camp. It looks at their recent history in Eritrea and Ethiopia and their cultural attributes and socioeconomic characteristics. It is intended primarily for reception and placement agency staff and others assisting the newcomers with their resettlement needs.

Connecting Diverse Cultures



The useful and informative companion video guide to the DVD *A New Day and Be Who You Are* incorporates segments of the video into a variety of engaging activities. Designed for maximum flexibility, the guide features practical and effective activity plans designed to help increase student understanding of and appreciation for other cultures and beliefs. This resource is designed for K-12 classrooms, adult education settings, training of trainers, and anyone seeking to promote tolerance, diversity, and cultural connections.

- Visit www.cal.org/refugees for more information.

SPOTLIGHT

Survey Shines Light on Needs of Agencies Serving Refugee Populations



What key information, skills, and attitudes facilitate refugee adjustment to life in the United States? How can we tell if refugees understand and retain them?

The Cultural Orientation Resource (COR) Center at CAL has been leading a multiyear initiative to define the scope and the desired outcomes of refugee orientation in partnership with the Department of State/Bureau of Population, Refugees, and Migration; the overseas Cultural Orientation (CO) programs; representatives of the national agencies charged with refugee resettlement; and local refugee resettlement programs.

The COR Center's inquiry began with a survey of local refugee resettlement programs to ascertain what knowledge, skills, and attitudes arriving refugees currently possess and which of these facilitate adjustment. Agency responses include the key messages that overseas CO programs strive to convey: the crucial nature of employment, the partnership between refugee and resettlement agency, realistic expectations, and various aspects of cultural adjustment. From this information, CAL developed a draft of CO objectives, which has been enhanced by feedback from focus group discussions with refugees from Iraq, Burma, Bhutan, Somalia, and Eritrea, as well as by input from CO coordinators, state refugee coordinators, and refugee health coordinators.

COR Center partners are collecting survey responses and conducting interviews with refugees in selected overseas and domestic locations. The COR Center is planning to use the findings from these assessments to help both overseas and domestic orientation providers more tightly target key messages and strengthen methods of their delivery.

Colleen Mahar-Piersma, Associate Director, Cultural Orientation Resource Center

- Visit www.culturalorientation.net for more information.

HERITAGE LANGUAGE EDUCATION

The number of people in the United States who speak a language other than English reached over 57 million in 2009, about 20% of the U.S. resident population; most of them are heritage language speakers as opposed to persons who have learned the language as a foreign language.

Programs to develop the language proficiency and cultural knowledge of heritage language speakers take place in K-12, university, and community-based program settings and include programs for U.S.-born students, immigrants, and refugees.



CAL hosts the Alliance for Advancement of Heritage Languages (the Alliance) in an effort to build connections and collaboration among those dedicated to language development in the United States. The Alliance partners are committed to building a language-proficient society in which individuals can function professionally in English and other languages, including the languages that they speak as a result of family and community connections (heritage languages). CAL partners with the National Foreign Language Center, the National Heritage Language Resource Center, University of Maryland Baltimore County, and heritage language educators and scholars. The Alliance gathers and disseminates information about the languages spoken in the United States, speakers of those languages, and programs to develop those languages.

The Alliance continues to build resources designed to serve the field. Heritage Language Spotlights provide information about specific heritage languages spoken in the United States. Heritage Briefs are short, peer-reviewed papers that provide information about issues of interest to the field. The Heritage Voices Collection profiles heritage languages and programs through the unique perspectives of individual heritage speakers.



Heritage Language Programs Database

The *Heritage Language Programs Database* documents language programs in community-based and K-12 settings in the United States. Visitors to the collection of online programs can search by language, program type, and state to learn about heritage language programs around the country. Search results also include staff contact information, curricula, materials used, challenges, and successes. Information about programs can be included in the database via an easy online form at the Alliance website.

- Visit www.cal.org/heritage for more information.

CAEBER Conference 2010

FUNDER: Gallaudet University
March 2010

CAL staff participated in the 2nd annual CAEBER (Center for ASL/English Bilingual Education and Research) Conference at Gallaudet University. The conference brought together educators and researchers from across the country to share strategies related to bilingualism and bilingual education. CAL staff served as members of the conference planning and documentation teams.

Issues and Challenges in the Assessment of Heritage Language Speakers

FUNDER: National Heritage Language Resource Center,
University of California, Los Angeles
June 2010–September 2010

CAL collaborated with staff of the National Heritage Language Resource Center to develop a paper that describes issues and promising approaches in language assessment of heritage language speakers.

Spanish for Heritage Speakers Electronic Discussion Group

CAL hosts an electronic discussion group for professionals working in Spanish for Spanish/heritage speakers programs and classes.

- Visit www.cal.org/sns to join.

Teaching Spanish to Heritage Speakers

FUNDER: Lone Star College–Cyfair, Cypress, TX
February 2010

CAL provided a workshop titled “Teaching Spanish to Heritage Speakers” to faculty members teaching beginning and intermediate college Spanish courses.

ALLIANCE News Flash

Sign up online for the quarterly electronic newsletter, which gives updates about program activities and new resources for those interested in heritage language development.

- Visit www.cal.org/heritage/join/index.html to sign up to receive the newsletter.

SPOTLIGHT

Heritage Briefs Summarize Themes and Research

A key activity of the Alliance for the Advancement of Heritage Languages is to publish information of interest to heritage language educators and researchers. The Heritage Briefs series was created to provide online access to a collection of reviewed papers that answer key questions in the field and summarize themes and research on various topics.



Heritage Briefs address such key questions as

- What is a heritage language?
- Who is a heritage language speaker?
- What is a heritage language program?

Other topics addressed by Heritage Briefs include challenges involved in operating a heritage language program (e.g., funding, recruiting) and heritage language schools for specific languages (currently available for Chinese, German, Korean, Turkish).

We are interested in continuing to expand the scope of the Heritage Briefs collection. To propose a topic for a Heritage Brief or to be considered to author a brief, email heritage@cal.org.

*Joy K. Peyton, Director, Language and Culture Resources Division,
and Vice President*

- Visit www.cal.org/heritage/briefs to browse and download briefs from this online collection.

TWO-WAY IMMERSION EDUCATION

Two-way immersion programs integrate native English speakers and speakers of another language, providing instruction in both languages for all students. CAL offers a variety of resources and services for researchers and educators interested in two-way immersion programs, including publications and an online directory of two-way programs.



■ Visit www.cal.org/twi for more information.

CAL provided dual language services, including presentations, workshops, program evaluations, technical assistance, and professional development, to the following clients in fiscal year 2010:



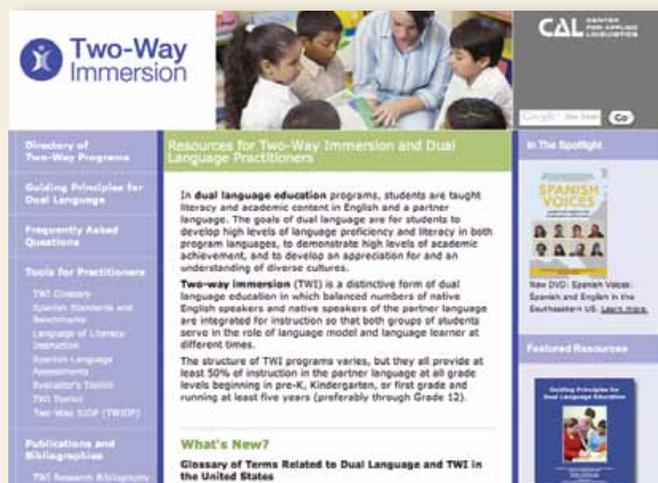
- Arlington County Public Schools, VA
- Elsie Whitlow Stokes Community Freedom Charter School, Washington, DC
- Freeport Public Schools, NY
- New London Public Schools, CT
- North Shore School District 112, IL

TWI Bulletin

This periodic electronic newsletter includes information about current two-way immersion news, publications, and events. Sign up online to receive the newsletter and visit the Two-Way Immersion website to read past issues.

■ Visit www.cal.org/twi for more information.

CAL's Two-Way Immersion Website



Visit our dedicated website for access to a variety of resources on two-way immersion, including the directory of two-way programs, the online *Guiding Principles for Dual Language Education*, publications, bibliographies, and tools for practitioners.

The website also includes answers to frequently asked questions such as these:

- Are there different kinds of two-way immersion programs?
- How well do students perform in two-way immersion programs?
- What are the professional development needs of two-way immersion teachers?
- What are some effective ways to involve parents as strategic partners in a two-way immersion program?

FOREIGN LANGUAGE EDUCATION

Proficiency in languages other than English is critical in our global society. CAL's foreign language education experts work on issues affecting language learners at all levels of instruction (preK–12, higher education, and adults), with a special focus on teaching languages to children.



■ Visit www.cal.org/topics/fl for more information.

Chinese Curriculum Development— Kindergarten, First, and Second Grade

FUNDER: U.S. Department of Education,
via subcontract from Iowa State University
July 2010

This project was an addendum to the National Foreign Language Resource Center Chinese curriculum project and included reviewing and editing the kindergarten, first-, and second-grade curricula, as well as completing the writing of the kindergarten units.

■ Visit www.cal.org/projects/chinesek5.html or read the spotlight for more information.

Columbus City Schools' FLAP Grant Evaluation

FUNDER: U.S. Department of Education,
via subcontract from Columbus City Schools
August 2010–July 2013

This project funded by the Foreign Language Assistance Program is one of the first national efforts to develop a K–12 articulated sequence for French and Spanish immersion students in a large, urban, high-poverty school district. CAL will conduct an external evaluation of Columbus City Schools' new International Immersion High School Program, which will serve as a continuation for two K–8 immersion schools (French and Spanish).

Development of a Salish Fluency Assessment Scale and Proficiency Assessment Tasks

FUNDER: U.S. Department of Health and Human Services,
Administration for Children and Families,
via subcontract from Nkwusm School, Arlee, MT
February 2009–October 2011

CAL is providing guidance and instruction on Salish fluency and proficiency assessments to Nkwusm staff and teachers over a 3-year period. The program combines online professional development with technical support and face-to-face meetings.

Marhaba! Arabic Curriculum and Materials Development

FUNDER: U.S. Department of Education,
via subcontract from Boston Public Schools
September 2008–August 2011

CAL serves as an external evaluator of the curriculum and materials development for a project that focuses on standards-based Arabic language curriculum for high school students in their first year of Arabic language study.

■ Visit www.cal.org/projects/marhaba.html to learn more.

FOREIGN LANGUAGE EDUCATION *(CONTINUED)*

National K–12 Foreign Language Resource Center

FUNDER: U.S. Department of Education,
International Research and Studies Program,
via subcontract from Iowa State University
September 1994–August 2010

CAL's work with the National Foreign Language Resource Center focused on various aspects of language assessment, curriculum development, and resource dissemination that are critical to enhancing high-quality, standards-based, elementary school foreign language instruction. Final products included the development of a Chinese K–2 curriculum and the dissemination of elementary school language resources through a website (Ñanduti) and an electronic discussion group (Ñandu).

- Visit www.cal.org/projects/nfrc.html for more information.

Web-Based Oral Proficiency Assessment Training Course

FUNDER: U.S. Department of Education,
International Research and Studies Program
September 2009–August 2011

CAL is developing a specialized, web-based, teacher-training course for assessing children's Chinese language development using the Student Oral Proficiency Assessment. The final product will be an 8-week online training course (eight modules) for Chinese language teachers.

World Language Curriculum and Assessment Development

FUNDER: U.S. Department of Education,
via subcontract from West Virginia
Department of Education
September 2009–August 2012

CAL is doing the following to assist the West Virginia Department of Education's language curriculum development project:

- Providing guidance to the overall project team on the development of the assessment component of the elementary world language program.
- Developing summative assessments, providing training, monitoring administration of assessments, and writing a report on the program survey and assessment results.
- Providing guidance, assessment development and training, and program evaluation during the final phase of the project.

SPOTLIGHT

Chinese Web-Based Oral Proficiency Assessment (WOPA) Training Course in Development



CAL staff are developing an online training course for Chinese teachers based on the Student Oral Proficiency Assessment (SOPA) and the Early Language Listening and Oral Proficiency Assessment (ELLOPA) live and online training models. The first part of the course will familiarize participants with both the SOPA and the ELLOPA and will provide a general orientation to the principles and methods of effective oral proficiency and listening comprehension assessment. The second part will include sample ELLOPA and SOPA interviews in English and Chinese and will provide both generic and language-specific rubrics and support materials for Chinese. Field testing for the Chinese WOPA is currently underway with more than 40 participants representing heritage, immersion, and nonimmersion K–8

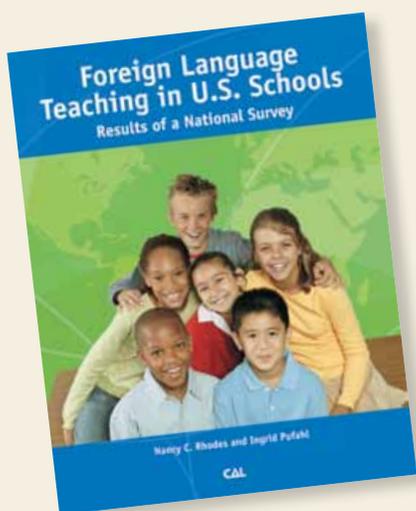
Chinese programs across the United States. Upon completion of the field testing, the course will be revised in response to feedback from participants and added to CAL's online training offerings in the fall of 2011.

Lynn Thompson, Project Director, and Chengbin Yin, Project Coordinator

CAL Board of Trustees Issues Statement on the Critical Need for Foreign Language Education in the United States

In the increasingly interconnected world of the 21st century, Americans must be able to communicate effectively in English and other world languages. Yet while countries around the world are implementing language programs that position their students to become multilingual world citizens, results of a recent national report by the Center for Applied Linguistics (Rhodes & Pufahl, 2010) reveal that opportunities for U.S. students to learn a foreign language have declined:

- Foreign language education has decreased dramatically at the elementary and middle school levels over the past decade, erasing gains made in previous decades.
- Public schools are less likely to offer foreign language instruction than private schools. In addition, rural schools and schools with a high percentage of low-income students are less likely to offer foreign languages than urban and suburban schools and schools with more affluent students. Many schools offer no foreign language instruction at all.
- The vast majority of elementary school foreign language programs do not have a goal of high-level language proficiency for their students.
- Articulation of language programs from one level to the next is frequently ill-planned or not planned at all.
- There is an acute shortage of qualified foreign language teachers.



The Board of Trustees of the Center for Applied Linguistics is alarmed by these trends and considers foreign language education in the United States to be in a state of near crisis. Reversing these trends and meeting the need for a language-competent U.S. citizenry will require a comprehensive long-term strategy that makes language learning a national priority. CAL's Board endorses the report's recommendations, urging those responsible for education policy and practice to do the following:

- Emphasize the need for high-quality foreign language education and make foreign language teaching and learning a priority in the K–12 curriculum.
- Ensure equal access to foreign language instruction for all U.S. students regardless of income, location, or type of school.
- Encourage and facilitate the establishment of intensive, long-term language programs that enable students to reach a high level of proficiency.
- Support foreign language teaching that begins in the early grades and continues through high school graduation, with instruction being carefully articulated so that each level builds on learning from the previous level.
- Work with institutions of higher education to increase the number of certified language teachers and ensure that they are prepared to provide high-quality instruction.

Our nation's capacity to maintain national security, promote international cooperation, compete effectively in a global economy, and enhance our domestic well-being depends on our ability to communicate in other languages and across cultures. It is time to heed the calls for action by countless organizations, business leaders, government agencies, and individuals to acknowledge the well-documented individual and societal benefits of foreign language learning and to incorporate foreign languages into the core curriculum at every level of education and in every community across the nation.

Rhodes, N. C., & Pufahl, I. (2010). *Foreign language teaching in U.S. schools: Results of a national survey*. Washington, DC: Center for Applied Linguistics.

- [Visit www.cal.org/flsurvey](http://www.cal.org/flsurvey) to learn more.

EARLY LANGUAGE ASSESSMENTS

CAL has a long tradition of promoting early language education programs and assessing the language proficiency of students enrolled in such programs. CAL developed and offers training on the use of three innovative assessment instruments designed to allow young students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension: the Student Oral Proficiency Assessment (SOPA), the Early Language Listening and Oral Proficiency Assessment (ELLOPA), and the CAL Oral Proficiency Exam (COPE).



■ Visit www.cal.org/ela for more information.

CAL provided workshops, rating services, and training services for the SOPA, ELLOPA, and COPE to the following clients in fiscal year 2010:

- Alameda County Public Schools, CA
- Arlington County Public Schools, VA
- Arlington Heights School District, IL
- Charlotte-Mecklenburg School District, Charlotte, NC
- Denver Language School, CO
- Fayette County Public Schools, KY
- Frankfurt International School, Germany
- Hopkins Public Schools, MN
- Ohio State Department of Education
- Scarsdale Public Schools, NY
- University of Groningen, Netherlands
- Virginia Beach City Public Schools, VA

STARTALK SOPA

FUNDER: Virginia Beach City
Public Schools, VA
July–September 2010

CAL developed a Student Oral Proficiency Assessment (SOPA) based on the STARTALK curriculum and feedback from STARTALK program staff and administered the SOPA to STARTALK program participants. (See page 31 for a description of the STARTALK program.)

SOPA Online Training

CAL offered multiple sections of its three online training courses that teach participants how to administer and rate students' oral language using the SOPA and ELLOPA. CAL can also work collaboratively with educators to customize a course to best meet their needs.



The Self-Paced Introduction to SOPA is offered online at any time.

The Moderated Introduction to SOPA and Rating the SOPA courses are offered periodically.

These courses also address the ELLOPA.

■ Visit www.cal.org/ela to learn more.

LANGUAGE TESTING AND ASSESSMENTS

Determining the extent to which individuals can use a second or foreign language is becoming increasingly important in the United States. CAL's language testing experts focus on assessing language ability in English as a second language and in foreign languages at all educational levels. In particular, CAL conducts research on and develops assessments related to the academic English language proficiency of English language learners in Grades K–12, foreign language proficiency among students of all ages, and the role of English language ability in the assessment of academic content knowledge in science and mathematics.



■ Visit www.cal.org/testing for more information.

Assessing High School Science Skills of ELLs Using Dynamic Computer-Based Item Types

FUNDER: U.S. Department of Education,
via subcontract from the University of Wisconsin
July 2010–March 2012

This project investigates how to utilize new interactive test item types that take advantage of computer capabilities in the assessment of science skills and knowledge.

Language Program Management for Intensive Summer Institutes

FUNDER: U.S. Department of State,
via subcontract from Council of
American Overseas Research (CAORC)
March 2008–November 2009

CAL collaborated with CAORC to provide input on student assessment and curricula in study abroad programs.

SPOTLIGHT

Promoting Oral Proficiency Gain in Study Abroad



With funding from the National Capital Language Resource Center, CAL conducted a spring 2010 pilot study of a structured training designed to promote oral proficiency gain among students in study abroad homestay placements. The pilot participants were students in a semester-long program in Spain and their host families. Families were trained in strategies to increase meaningful conversational exchange. Both before and after this training took place, students took a Simulated Oral Proficiency Interview (SOPI) and recorded a set of dinner table conversations in their homes. SOPI ratings and transcripts of test responses and conversations were analyzed to assess oral proficiency gains as well as examine differences in linguistic features used in student speech before and after the training. Results from the pilot study, including an evaluation of methodology with an eye to improving data collection procedures, are being used to inform a

3-year research study (2011–2014) funded by the U.S. Department of Education that will investigate the effects of such training for 200 individuals at study abroad sites in Chile, China, Jordan, Peru, and Russia.

Francesca Di Silvio, Research Assistant

LANGUAGE TESTING AND ASSESSMENTS *(CONTINUED)*

Multimedia Rater Training Program for Modern Standard Arabic (MRTP-MSA)

FUNDER: U.S. Department of Education
September 2009–August 2012

In partnership with Michigan State University, Fordson High School (Dearborn, MI), and Charlestown High School (MA), CAL is developing two products: an interactive computer-delivered program that will provide Arabic instructors with hands-on training in rating student oral proficiency and an online tutorial for students of Arabic that introduces and explains oral proficiency concepts. Both products are based on the ACTFL Proficiency Guidelines—Speaking and use examples of student speech to illustrate the concepts introduced.

- Visit www.cal.org/mrtp to learn more about the MRTP.

National Capital Language Resource Center (NCLRC)

FUNDER: U.S. Department of Education,
International Research and Studies Program,
via subcontract from The George
Washington University
*August 2006–August 2010;
December 2010–August 2014*

CAL serves as a subcontractor to The George Washington University and collaborator with Georgetown University in operating the NCLRC, a foreign language resource center. CAL works on a variety of NCLRC projects, including providing summer institutes as professional development for language educators, running the annual East Coast Organization of Language Testers conference, and writing a monthly “Testing Tips” column for the NCLRC newsletter.

- Visit www.cal.org/projects/nclrc.html for more information.

Heritage Language Needs Assessment and Issues Paper

FUNDER: U.S. Department of Education,
via subaward from UCLA Center for World Languages
June 2010–August 2011

CAL will conduct a preliminary needs assessment and develop an issues paper to support plans for a meeting on issues and challenges in the assessment of heritage language speakers.

SPOTLIGHT

Computer-Based Assessments Measure Math and Science Knowledge



The ONPAR project, a partnership between CAL and WIDA, is creating next-generation, computer-based assessments to measure students’ mathematics and science content

knowledge. What’s innovative about the ONPAR approach is that it uses interactive item types and reduces the level of English that test takers need to know. To accomplish this, ONPAR uses computer animations, graphics, and interactive features to convey what the test items are about and how questions are to be answered. Development of ONPAR items draws on a diverse team with experience in linguistics, digital design, computer programming, science, mathematics, education, and psychometrics to create a valid and reliable assessment made up of accessible items that address state content standards for instruction.

The initial ONPAR Science project provided evidence that the ONPAR items are more successful than traditional items in directly measuring content knowledge for students still acquiring their English language and literacy skills. The project has since been expanded in scope to include other students who may be helped by these reduced-language, interactive items. A pilot of ONPAR Math, which provides computerized math tests for beginning English language learners and other students who may benefit from interactive, reduced-language items that incorporate innovative item types, has been successfully administered to fifth- and eighth-grade students in four states. ONPAR High School Science is applying the ONPAR approach of incorporating highly interactive item types while reducing the language load to create complex performance assessment tasks in biology and chemistry that will engage students in extended multimedia tasks in experimental and authentic contexts.

Catherine Cameron, Manager of Operations for Next Generation Assessment Systems for English Language Learners

- Visit www.onpar.us for more information and to sample test items.

Professional Development Curriculum for Arabic Teachers in Grades K–12

FUNDER: U.S. Department of Education,
via subcontract from The George
Washington University
October 2006–March 2011

CAL is adapting and expanding the National Capital Language Resource Center's popular self-instructional materials, *The Essentials of Language Teaching*, for Arabic language teachers.

STARTALK Evaluation, Heritage Language Database, and Assessment



FUNDER: U.S. Department of Defense,
via subcontract from National Foreign Language
Center, University of Maryland
May 2009–December 2014

STARTALK is a presidential initiative to teach languages deemed critical to U.S. national security interests to youth while simultaneously developing a corps of trained instructors in these languages. CAL is performing three tasks for the STARTALK program.

- Evaluation: Providing advice on and assisting with program evaluation for all STARTALK critical language programs.
 - Database of Heritage Language Programs: Developing a database of programs for heritage language speakers across the United States.
 - Novice Level Assessment: Reviewing assessment practices in STARTALK student programs.
- Visit www.cal.org/projects/startalk.html to learn more.

STARTALK Nationwide Assessment System in Arabic and Mandarin Chinese

FUNDER: U.S. Department of Defense,
via subcontract from Center for the Advanced
Study of Language (CASL), University of Maryland
April 2009–May 2011

CAL is assisting CASL in developing a nationwide assessment system for STARTALK programs. The project includes development and implementation of a portfolio assessment study, development of a STARTALK curriculum compendium, and development and piloting of Arabic and Mandarin Chinese assessment instruments.

STARTALK Proficiency Assessment Training Program

FUNDER: U.S. Department of Defense
June 2008–February 2011

CAL offered online and face-to-face language assessment training programs for teachers during the summers of 2009 and 2010. The program focused on assessing students in critical languages at beginning proficiency levels according to the ACTFL Proficiency Guidelines—Speaking and consistent with the national standards for foreign language learning. In 2010, CAL offered additional advanced technical assistance on assessment to past program participants.

Multi-Media Teacher Development Workshop

FUNDER: U.S. Department of Defense,
via subcontract from National Foreign Language
Center, University of Maryland
October 2009–February 2010

CAL developed a self-paced, computerized workshop called Assessment for Language Instructors: The Basics. The workshop provides language instructors (especially those teaching critical languages through the STARTALK program) with an understanding of foundational concepts in language assessment.

TOEFL Users' Perceptions, Beliefs, and Attitudes Toward the TOEFL iBT as a Measure of Academic Language Ability in the U.S.

FUNDER: Educational Testing Services
June 2008–June 2010

The Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) presents test takers with integrated tasks that require the application of multiple skills to produce a response. These test items are intended to simulate the tasks required of students in English-medium universities. Little research has been conducted to determine whether this intention is borne out in test users' self-reported beliefs. This study addressed that research gap by gathering data from university students, teachers, and administrators in the United States and abroad to elicit their beliefs about the iBT as a measure of academic language ability in different contexts.

LANGUAGE TESTING AND ASSESSMENTS (CONTINUED)

WIDA Consortium Partnership

CAL collaborates with the 25-state World-Class Instructional Design and Assessment (WIDA) Consortium in its work to provide standards-based assessments for English language learners.



■ Visit www.cal.org/wida for more information.

ACCESS for ELLs®

FUNDER: University of Wisconsin, WIDA Consortium
July 2002 and ongoing

The primary focus of CAL's work is the Consortium's assessment of English language proficiency, ACCESS for ELLs®. CAL's work is divided into three main areas:

- Developing new test items, field-testing the new items, and using them to refresh ACCESS for ELLs® every year. The test is currently taken by over 785,000 students annually.
- Conducting research on the test, exploring new initiatives for revising aspects of the testing system, and improving the delivery of test administration training.
- Providing technical and psychometric expertise to the Consortium, such as performing annual equating of test forms, analyzing field-test data, producing an annual technical report for ACCESS, and carrying out special technical studies, such as bridge studies for new member states.

■ Visit www.cal.org/wida for more information.

WIDA MODEL™

FUNDER: University of Wisconsin, WIDA
July 2008–June 2011

CAL is developing and will deliver a valid and reliable, on-demand, teacher-administered and -scored assessment of English language proficiency aligned with the WIDA English Language Proficiency (ELP) Standards and modeled after the ACCESS for ELLs® assessment. Known as WIDA MODEL™, the test is designed to be used by states within the WIDA Consortium as well as by interested schools and districts outside the Consortium to assess the English language proficiency of English language learners for initial identification and to accurately place them into one of the five proficiency levels defined in the WIDA ELP Standards.

ONPAR Math

FUNDER: U.S. Department of Education,
Office of Elementary and Secondary Education,
via subcontract from the University of Wisconsin,
Center for Education Research
July 2008–March 2010

CAL is partnering with WIDA to develop and implement next-generation elementary and middle school math tests for beginning English language learners and other students who may benefit from interactive, reduced-language items that incorporate innovative item types. The test is distinguished by replacing much of the language found in traditional items with interactive graphics and animations. A pilot of the math items has been successfully administered to fifth- and eighth-grade students in four states.

ONPAR High School Science

FUNDER: University of Wisconsin, WIDA Consortium
July 2010–March 2012

CAL is building on knowledge gained from earlier math and science projects to develop and implement next-generation high school biology and chemistry tests for beginning English language learners and other students who may benefit from interactive, reduced-language items that incorporate innovative item types. The High School Science project (also known as Assessing High School Science Skills of ELLs Using Dynamic Computer-Based Item Types) is applying the ONPAR approach to creating performance assessment tasks that will engage students in extended multimedia tasks. These tasks are designed to measure students' content knowledge through challenging concepts and reasoning tasks in authentic and experimental contexts.

■ Visit www.onpar.us for more information.

INTERNATIONAL PROJECTS

In communities around the world, language diversity is common and bilingualism of individuals is vital to business and social life. As interest in English as a second language grows around the world, CAL is engaging in curriculum development, training, evaluation, and other program services in and for other countries.



■ Visit www.cal.org/topics/id for more information.

Improved Quality and Access to Basic Education—Ghana

FUNDER: U.S. Agency for International Development, via subcontract from the Education Development Center
May 2004–September 2010

CAL completed design of textbooks for pupils who are learning English as a second language in Ghana's early primary grades.

■ Visit www.cal.org/equall for more information.

Literacy Support Initiative for Ghana

FUNDER: U.S. Agency for International Development, via subcontract from the Education Development Center
September 2007–June 2010

CAL completed development of an ESL program for early primary school in Ghana, designed and delivered training on the program for College of Education instructors, and advised on related curriculum revision.

SPOTLIGHT

Developing a Ghanaian Multilingual Literacy Program for Early Primary Grades



With support from the U.S. Agency for International Development (USAID), the Ghana Education Service has developed a national multilingual literacy program for the first five grades—the National Literacy Acceleration Programme (NALAP). Based on oral language and literacy standards that CAL helped to craft, NALAP focuses on teaching reading skills in student-centered classrooms using a variety of attractive learning materials, so that students can learn to read independently. Students learn to read and write first in a Ghanaian language. Then, in Grade 2, they begin reading English, based on oral English learning that began in kindergarten. The ESL curriculum and English reading materials were developed at CAL. Before implementing the new biliteracy program, the Ghana Education Service trained College of

Education instructors, who trained district trainers, who trained early primary school teachers to deliver NALAP. CAL staff worked with Ghanaian colleagues to formulate and deliver the training. Reading assessments in 12 Ghanaian languages and English were developed and pilot-tested in Ghana with assistance from a CAL staff member.

Carolyn Adger, Senior Fellow

■ Visit www.cal.org/equall for more information.

2010 FINANCIAL YEAR-END REVIEW

The Center for Applied Linguistics (CAL) is a not-for-profit organization, established in 1959 and incorporated in the District of Columbia in 1964. CAL is generally exempt from federal income taxes under the provision of Section 501(c)(3) of the Internal Revenue Code. In addition, CAL qualifies for charitable contribution deductions and has classified as an organization that is not a private foundation.

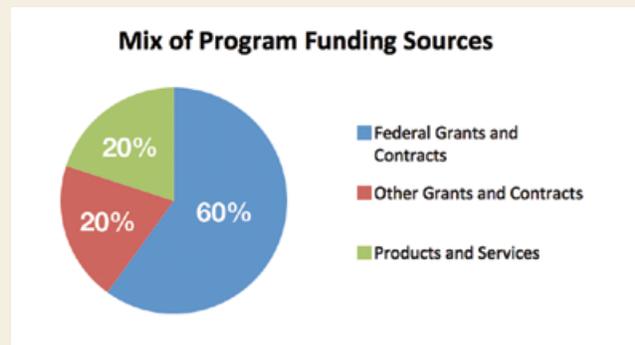
The past several years have presented challenges for non-profits as organizations have had to contend with the greatest economic downturn in the United States since the Great Depression. As with many organizations around the country, CAL faced the need to make investments in its infrastructure while experiencing increased challenges in acquiring new projects from agencies and organizations that experienced similar declines in funding.

Despite these challenges, CAL ended its fiscal year 2010 with net assets of \$3.7 million and total operating revenue of \$16.1 million. This revenue total represents a 6.5% increase over CAL's revenue total for fiscal year 2009, continuing an upward trend over the past 4 years as illustrated in the chart below. Considering the general economic slowdown, this increase in operating revenue is a positive reflection of CAL's ability to deliver a wide range of programs, products, and services that meet the needs of diverse markets.

CAL receives contracts and grants from both private grantors and federal agencies. CAL continues to focus on the diversity of its funding streams; the chart below shows the mix of program funding sources in 2010. Because it receives federal funding, CAL is subject to a stringent A-133 audit. The audit for CAL's fiscal year 2010 operations was conducted by McGladrey & Pullen, LLC. CAL's fiscal year 2010 audit was the third consecutive audit by this CPA firm, and, as before, McGladrey & Pullen issued CAL an unqualified opinion, the best possible outcome.

CAL continues to closely monitor the economic climate and make appropriate adjustments to ensure its financial stability. The dedication of our Board of Trustees and staff and the support of our partners and collaborators will continue to play an important role in our ongoing success. In the coming years, we will seek new funding sources, develop new partnerships, grow revenues, and closely control expenses to ensure that CAL continues to serve its important mission.

Charles Lorenzetti
Vice President, Finance



FERGUSON FELLOW: BERNARD SPOLSKY



Established in 1995 in honor of CAL's founder and first director, the Charles A. Ferguson Fellowship allows senior researchers in applied linguistics to affiliate with CAL as visiting scholars, contribute to ongoing work in their area of expertise, and further their own research and writing. Previous fellows were Rod Ellis, Joseph

Lo Bianco, Catherine Snow, and Barbara Horvath. In 2010, Bernard Spolsky was selected as the fifth Charles A. Ferguson Fellow.

Dr. Spolsky is a leading scholar in language policy, including language education policy and language management; sociolinguistics, including language change and language maintenance; educational linguistics, including literacy and second language learning; language testing and its history; and language attitudes and identity. He is Emeritus Professor of English at Bar-Ilan University in Israel, where he was also the founding director of the Language Policy Research Centre. He has taught at many diverse locations around the world, including Hebrew University, McGill University, Indiana University, and the University of New Mexico.

Dr. Spolsky has written and edited a dozen books and published well over 200 book chapters and journal articles. Recent publications include

- *Sociolinguistics* (Oxford University Press, 1998)
- *The Languages of Israel: Policy, Ideology and Practice* (with Elana Shohamy; Multilingual Matters, 1999)
- *Concise Encyclopedia of Educational Linguistics* (Pergamon, 1999)
- *Language Policy* (Cambridge, 2004)
- *Language Management* (Cambridge, 2009)
- *Handbook of Educational Linguistics* (Wiley-Blackwell, 2010)

In addition to being the founding editor of the journal *Language Policy*, Dr. Spolsky has served as President of International TESOL, Secretary of the American Association of Applied Linguistics, President of the Israeli Association of Applied Linguistics, Chair of the Board of Trustees of the Center for Applied Linguistics, and President of the International Language Testing Association. He was awarded Guggenheim and Mellon fellowships and has been Senior Research Fellow at the National Foreign Language Center and the Center for Advanced Studies in Language in Washington, DC, and a Visiting Research Fellow at University of Auckland International Research Institute for Indigenous and Maori Education. Other awards include International Language Testing Association/University of Cambridge Local Examinations Syndicate Lifetime Achievement Award (2005); Modern Language Association Kenneth W. Mildenberg Prize (1989 for *Conditions for Second Language Learning*); and British Association of Applied Linguistics Annual Book Prize (1990 for *Conditions for Second Language Learning*). In 2008, he was awarded an honorary doctorate in letters by Victoria University of Wellington.

During his time at CAL, Dr. Spolsky continued to work on editing the *Cambridge Handbook of Language Policy*, began editing a collection of articles on language academies and other management agencies, worked to bring the Language Policy Research Network to CAL, and carried out research for a monograph on religious influences on language management. He also provided general consultation to CAL staff and gave a special presentation to CAL staff and guests titled "Fergie, Joshua, and the Birth of Responsible Sociolinguistics." Dr. Spolsky also authored a CAL Digest: *Does the United States Need a Language Policy?*

- [Visit www.cal.org/fellowships](http://www.cal.org/fellowships) to read more about the Ferguson fellowship and past Ferguson fellows.

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Front row (left to right): Reynaldo Macías, Humphrey Tonkin, Judith Liskin-Gasparro, Donna Christian, Terrence Wiley.

Back row (left to right): Fred Genesee, Mohamed Maamouri, Robert Altman, Sonia Nieto, JoAnn Crandall, Lyle Bachman.

Not pictured: Saundra Young.



ABOUT CAL

The Center for Applied Linguistics is a private nonprofit organization working to improve communication through better understanding of language and culture. Established in 1959, CAL has earned a national and international reputation for its contributions to the fields of bilingual education, English as a second language, literacy, foreign language education, dialect studies, language policy, refugee orientation, and the education of linguistically and culturally diverse adults and children.

Visit CAL's website at www.cal.org to learn more about CAL's projects, resources, and staff.

CAL'S MISSION

Improving communication through better understanding of language and culture

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